## PASD 5<sup>th</sup> Grade Report Card Rubric MP 1

## **ENGLISH LANGUAGE ARTS**

FOUNDATIONAL SKILLS OF LITERACY								
	1	2	3	4				
	Applies skills less than half of	Applies skills more than half of the time	Applies skills a large majority of the	Exceeds skills expectations a large				
	the time		time	majority of the time				
Descriptor		(Performance demonstrates progress						
Descriptor	(Performance is approaching,	towards meeting the standard as required	(Performance consistently meets the	(Performance consistently exceeds the				
	but not meeting, the	for the grade level. The student is	standards as required for the grade	standard required for the grade level.				
	benchmarks as required for	developing an understanding of key	level. The student applies the key	Student is able to extend and apply key				
	meeting grade level standards.)	concepts, processes, and skills.)	concepts, processes, and skills.)	concepts, processes, and skills.)				
Reads with accuracy	N/A	N/A	N/A	N/A				
Reads with fluency	N/A	N/A	N/A	N/A				

READING LITERATURE								
	1	2	3	4				
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time				
	time	time	of the time	majority of the time				
Descriptor	(Performance is approaching, but	(Performance demonstrates progress	(Performance consistently meets	(Performance consistently exceeds the				
	not meeting, the benchmarks as	towards meeting the standard as	the standards as required for the	standard required for the grade level.				
	required for meeting grade level	required for the grade level. The	grade level. The student applies	Student is able to extend and apply key				
	standards.)	student is developing an understanding	the key concepts, processes, and	concepts, processes, and skills.)				
P 1: 1	3.51 1 11	of key concepts, processes, and skills.)	skills.)					
Explain how a part of a	Minimally	Inconsistently	Consistently	Consistently				
text (story, drama or	Tells what came before the part	Identifies a specific part of the text	Identifies how a specific part	Identifies and explains how a specific				
poem) fits together to	and/or what came after it.	(e.g. theme, conflict, resolution,	of the text (e.g. theme,	part of the text (e.g. theme, conflict,				
provide the overall		specific events) but does not	conflict, resolution, specific	resolution, specific events). Explains				
structure of the given text		consistently explain how it affects	events). Explains how the	how the part affects the whole story				
		the whole story using textual	part affects the whole story	using textual evidence. Accurately				
		evidence.	using textual evidence.	connects to a stated theme.				
			Discusses a bigger idea or					
			overall theme.					

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Describe an author's	Minimally	Inconsistently	Consistently	Consistently
purpose by analyzing the	Identifies author's craft	Uses story elements to name an	Uses story elements to name	Uses story elements and literary
craft technique(s) used in	technique and author's goal.	author's craft technique but	an author's craft technique and	language to name an author's craft
the text		inconsistently elaborates on how	elaborate on how that	technique and elaborate on how that
		that technique supports the	technique supports the	technique supports the author's goal
		author's goal or vice-versa using	author's goal using textual	across the text using evidence;
		textual evidence.	evidence.	connecting it to a larger idea or themes.
Determine theme(s) in a	Minimally	Inconsistently	Consistently	Consistently
text	Determines a theme of a story,	Determines a theme of a story,	Determines a theme of a story,	Determines more than one theme of a
	drama, or poem from details in	drama, or poem from details in the	drama, or poem from details in	story, drama, or poem from details in the
	the text	text and supports with textual	the text and supports with	text and fully supports with relevant
		evidence	relevant textual evidence,	textual evidence, including how
			including how characters in a	characters in a story or drama respond to
			story or drama respond to	challenges or how the speaker in a poem
			challenges or how the speaker	reflects upon a topic
			in a poem reflects upon a topic	
Compare and contrast the	Minimally	Inconsistently	Consistently	Consistently
texts (or parts of the text)	Compares and contrasts a story,	Compares and contrasts characters,	Compares and contrasts two or	Compares and contrasts two or more
in terms of story elements	drama, or poem.	settings, themes, or events in a	more characters, settings,	characters, settings, themes, or events in
and themes		story, drama, or poem, drawing on	themes, or events in a story,	a story, drama, or poem, drawing on
		specific details in the text.	drama, or poem, drawing on	specific details and craft techniques in
			specific details in the text.	the text.
Determines meaning and	Minimally	Inconsistently	Consistently	Consistently
appropriately uses words,	Determines meaning and	Determines meaning and	Determines meaning and	Determines meaning and appropriately
phrases, multiple	appropriately uses words,	appropriately uses words, phrases,	appropriately uses words,	uses words, phrases, multiple meanings,
meanings, and/or new	phrases, multiple meanings,	multiple meanings, and/or new	phrases, multiple meanings,	and/or new vocabulary through
vocabulary through	and/or new vocabulary through	vocabulary through interactions	and/or new vocabulary	interactions specifically with literary
interactions with text	interactions with text	with text	through interactions with text	language correctly
Reads literary text	Minimally	Inconsistently	Consistently	Consistently
proficiently and	Reads and comprehends	Reads and comprehends literature	Reads and comprehends	Reads and comprehends literature on
independently in the fifth	literature on guided reading	on guided reading and/or F&P	literature on guided reading	guided reading and/or F&P level U/V or
grade text complexity	and/or F&P level Q or below,	level R, as measured by	and/or F&P level S/T, as	<b>above</b> , as measured by conferring, small
band	as measured by conferring,	conferring, small group instruction,	measured by conferring, small	group instruction, and/or book clubs, etc.
	small group instruction, and/or	and/or book clubs, etc.	group instruction, and/or book	
	book clubs, etc.		clubs, etc.	

## READING INFORMATIONAL TEXT

	1	2	3	4
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Determines two or more main ideas of a text and	N/A	N/A	N/A	N/A
explain how they are supported by key details; summarize the text				
Identify an author's craft technique(s) and elaborate how the technique(s) support the author's goals	N/A	N/A	N/A	N/A
Makes inferences based on major relationships between events or ideas in the text(s)	N/A	N/A	N/A	N/A
Compare and contrast the texts (or parts of the text) in terms of perspective, craft, and/or structure	N/A	N/A	N/A	N/A
Analyze parts of a text in relation to the whole	N/A	N/A	N/A	N/A
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	N/A	N/A	N/A	N/A
Integrate information from several texts or digital sources to demonstrate understanding of the topic	N/A	N/A	N/A	N/A
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	N/A	N/A	N/A	N/A
Reads informational and literary non-fiction text proficiently and independently in the fifth grade text complexity band	N/A	N/A	N/A	N/A

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	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level.  Student is able to extend and apply key concepts, processes, and skills.)
Writes narrative pieces	Minimally	Inconsistently	Consistently	Consistently
proficiently	Writes about one small moment using some transition words with a	Writes narratives to develop real experiences.	Writes narratives to develop real experiences.	Writes narratives to develop real experiences focused around a central theme.
	possible beginning, middle, and/or end.	Establishes a situation and introduces the characters.	Orients the reader by establishing a situation and introducing the characters.	Orients the reader by establishing a situation and introducing the characters.
	May use descriptive language and/or dialogue.	Uses details and includes dialogue.  Organizes the narrative into paragraphs using transitional words and phrases, and provides a	Uses descriptive language and includes dialogue that shows character motivations.	Uses descriptive language and includes purposeful dialogue that shows character motivations and keeps the reader engaged.
		conclusion.	Organizes the narrative into paragraphs using a variety of transitional words and phrases, and provides a conclusion that is connected to the overall theme.	Organizes the narrative into paragraphs using a variety of transitional words and phrases, and provides a conclusion that is connected to the overall theme(s).
Writes informational	N/A	N/A	N/A	N/A
writes opinion pieces proficiently	N/A	N/A	N/A	N/A
Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Minimally Uses grade-level appropriate grammar, capitalization, and punctuation when writing.	Inconsistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing	Consistently Uses grade-level appropriate grammar, capitalization, and punctuation when writing.  Additionally, uses a variety of complex sentence structures and lengths
Uses grade-level appropriate spelling	Minimally Uses grade-level appropriate spelling	Inconsistently Uses grade-level appropriate spelling	Consistently Uses grade-level appropriate spelling	Consistently Uses grade-level and above appropriate spelling

SPEAKING AND LISTEN	IING			
	1	2	3	4
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Descriptor		(Performance demonstrates progress		
Descriptor	(Performance is approaching,	towards meeting the standard as required	(Performance consistently meets the	(Performance consistently exceeds the
	but not meeting, the	for the grade level. The student is	standards as required for the grade	standard required for the grade level.
	benchmarks as required for	developing an understanding of key	level. The student applies the key	Student is able to extend and apply key
	meeting grade level standards.)	concepts, processes, and skills.)	concepts, processes, and skills.)	concepts, processes, and skills.)
Report on a topic/present	N/A	N/A	N/A	N/A
an opinion to support main				
ideas with relevant details				
Engage effectively in a	Minimally	Inconsistently	Consistently	Consistently
range of collaborative	Actively participates in	Actively participates in discussions,	Actively participates in	Actively leads and participates in
grade-level discussions	discussions, ask questions to	ask questions to check understanding,	discussions, ask questions to	discussions, ask questions to check
-	check understanding, stays	stays on topic, and links their	check understanding, stays on	understanding, stays on topic, and
	on topic, and links their	comments to the remarks of others	topic, and links their comments	links their comments to the remarks
	comments to the remarks of		to the remarks of others	of others to grow or modify their
	others			own understanding of the text

## **MATHEMATICS**

OPERATIONS				
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level.  Student is able to extend and apply key concepts, processes, and skills.)
Apply place value to show	Minimally	Inconsistently	Consistently	Consistently
an understanding of multi-	Demonstrates place value	Demonstrates place value concepts	Demonstrates place value	Demonstrates place value concepts
digit whole numbers	concepts through ten millions.	through ten millions.	concepts through ten millions.	beyond the ten millions
	Orders AND compares numbers up to 10,000,000s.	Orders AND compares numbers up to 10,000,000s.	Orders AND compares	Orders AND compares numbers beyond 10,000,000s.
	, ,		numbers up to 10,000,000s.	
	Rounds and estimates numbers through the ten millions.	Rounds and estimates numbers through the ten millions.		Rounds and estimates numbers beyond the ten millions.

<sup>5&</sup>lt;sup>th</sup> Grade Report Card Rubric, MP 1 rev. 11/1/2018

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	*Often receives 1-on-1/small	*Occasionally receives 1-on-	Rounds and estimates	**Independently completes extension
	group instruction.	1/small group instruction.	numbers through the ten	activities of skills such as POYTC and
			millions.	enrichment packets.
Use place value	Minimally	Inconsistently	Consistently	Consistently
understandings and	Uses all four operations to solve	Uses all four operations to solve	Uses all four operations to	Uses all four operations to solve multi-
properties of operations to	multi-digit whole number	multi-digit whole number	solve multi-digit whole	digit whole number problems using a
perform multi-digit	problems using strategies based	problems using strategies based on	number problems using	variety of strategies based on place
arithmetic	on place value.	place value.	strategies based on place	value.
			value.	
	Multiply multi-digit whole	Multiply multi-digit whole		Multiply multi-digit whole numbers
	numbers (including two-digit by	numbers (including two-digit by	Multiply multi-digit whole	(exceeds beyond two-digit by three-
	three-digit).	three-digit).	numbers (including two-	digit).
			digit by three-digit).	
	Find whole-number quotients of	Find whole-number quotients of		Find whole-number quotients of whole
	whole numbers with up to four-	whole numbers with up to four-	Find whole-number	numbers exceeding four-digit dividends
	digit dividends and two-digit	digit dividends and two-digit	quotients of whole numbers	and two-digit divisors.
	divisors.	divisors.	with up to four-digit	
			dividends and two-digit	Correctly computes accurately straight
	Correctly computes accurately	Correctly computes accurately	divisors.	computation and complex word
	straight computation and word	straight computation and word		problems.
	problems.	problems.	Correctly computes	
			accurately straight	**Independently completes extension
	*Often receives 1-on-1/small	*Occasionally receives 1-on-	computation and word	activities of skills such as POYTC and
	group instruction.	1/small group instruction.	problems.	enrichment packets.
Add and subtract fractions	N/A	N/A	N/A	N/A
and mixed numbers with				
unlike denominators and				
extend this understanding				
to real-world problems.				
Multiply and divide	N/A	N/A	N/A	N/A
fractions and whole				
numbers. Extend this				
understanding to real-				
world problems.				

ALGEBRAIC CONCEPTS				
	1 Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level.  Student is able to extend and apply key concepts, processes, and skills.)
Interpret and evaluate numerical expressions using order of operations	Minimally Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.  *Often receives 1-on-1/small group instruction.	Inconsistently Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.  *Occasionally receives 1-on- 1/small group instruction.	Consistently Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.	Consistently Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates complex expressions containing these symbols.  **Independently completes extension activities of skills such as POYTC and enrichment packets.
Create, generate, and analyze patterns using two rules	N/A	N/A	N/A	N/A

GEOMETRY				
	1 Applies skills less than half of the time	2 Applies skills more than half of the time	Applies skills a large majority of the time	4 Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Graph points in the first quadrant on the coordinate plan and interpret these ordered pairs to solve real-world problems.	N/A	N/A	N/A	N/A
Classify 2-dimensional figures into categories based on an understanding of their properties.	N/A	N/A	N/A	N/A

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	1	2	3	4
	Applies skills less than half of the time	Applies skills more than half of the time	Applies skills a large majority of the time	Exceeds skills expectations a large majority of the time
Descriptor	(Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	(Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	(Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	(Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Solve problems with conversions within a given	N/A	N/A	N/A	N/A
measurement system.				
Organize, display, and interpret data on graphs	N/A	N/A	N/A	N/A
and tables.				
Find volumes of solid figures and extend an understanding of volume to real-world problems.	N/A	N/A	N/A	N/A